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ABSTRACT

This manual is intended for individuals who agree to act as educational surrogate parents for children with disabilities in North Dakota. Section 1 provides an overview of the educational surrogate parent service, including surrogate parent qualifications, protections, responsibilities, confidentiality, and the surrogate's partnership with the school. An overview of special education is presented next in a review of the history of special education and special education laws and policies, including North Dakota special education regulations, the Individuals with Disabilities Education Act (IDEA), the Family Education Rights and Privacy Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Section 3 explains the educational surrogate parent's role in the special education process. Subsections cover determination of services, the building level support team, referral, the multidisciplinary team, the assessment planning process, the individualized education program, the least restrictive environment, implementation, and annual review. School communications and meetings are addressed in Section 4, which offers guidance on methods of communicating, preparing for a meeting, and resolving differences with the school. Section 5 answers common questions asked by educational surrogate parents. The final section provides a glossary of terms and abbreviations. A listing of state and national resources completes the guide. (DB)

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Educational Surrogate Parent Manual

The State of North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, SUPERINTENDENT
Bismarck, North Dakota 58505-0440
November 1996

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Lori Anderson
Gail Bass
John Copenhaver, Consultant
Gary Gronberg
Keith Gustafson
Cheryl Moch
Michelle Nagel
Jean Newborg
Brenda Oas
Deb Pilon
Mary Rose
Robert Rutten
Jan Schimke
Colleen Schneider
Nancy Skorheim
Doreen Strode

For more information about the contents of this document, contact:

North Dakota Department of Public Instruction
600 East Boulevard Avenue
Bismarck, ND 58505-0440
(701) 328-2277

On behalf of the State of North Dakota, I would like to thank you for volunteering to be an educational surrogate parent. I believe your experience will be a rewarding one. A student's education is the most important influence in the life of a citizen, so your role in working in partnership with our schools in developing an appropriate education program is vital to student progress.

We all know that by agreeing to act as an educational surrogate parent, you volunteer to take on a satisfying and rewarding responsibility. You will be a special person to a special student. You will be making important decisions about a student's education and will have a chance to watch a student learn and grow.

Wayne G. Sanstead

Dr. Wayne G. Sanstead
Superintendent of Public Instruction

CONTENTS

INTRODUCTION 7

Section One

OVERVIEW OF EDUCATIONAL SURROGATE PARENT SERVICE 9

Describes qualifications and responsibilities.

Section Two

OVERVIEW OF SPECIAL EDUCATION 17

Contains information on the special education laws and regulations that govern educational surrogate parents.

Section Three

EDUCATIONAL SURROGATE PARENT'S ROLE IN THE SPECIAL EDUCATION PROCESS 33

Defines your role in the special education process.

Section Four

SCHOOL COMMUNICATIONS AND MEETINGS 49

Describes your role at important school meetings.

Section Five

QUESTIONS AND ANSWERS 63

Common questions asked by educational surrogate parents.

Section Six

GLOSSARY OF TERMS AND ABBREVIATIONS 69

Special Education Terms/Legal Terms/Special Education Abbreviations

RESOURCES 75

INTRODUCTION

There are some students with disabilities in North Dakota who for various reasons do not have natural parents or guardians who represent them at special education meetings. These students might be wards of the state, in foster care, or incarcerated for violating laws.

When a natural parent or guardian of a student is unknown or unavailable, or if the student is a ward of the state, the school district must assign an individual to act as this student's substitute or educational surrogate parent. This individual is responsible for representing the student's interests in all matters related to the provision of a free appropriate public education and, as such, has all the procedural rights afforded the student's parents regarding his/her education.

By agreeing to act as an educational surrogate parent, you volunteer to take on a satisfying and rewarding responsibility. You will be a special person to a special student. You will be making important decisions about a student's education and will have a chance to watch a student learn and grow.

The Educational Surrogate Parent Manual is written for you. This manual will inform and assist you as an educational surrogate parent to understand the special education process and your role in that process. It emphasizes the critical importance of the relationship between the educational surrogate parent and the school district.

Use this manual as you learn about the student and become an active partner with the school district. If both work together cooperatively, the result will be excellent services to students with disabilities.

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Section 1

Overview of Educational Surrogate Parent Service

1. OVERVIEW OF EDUCATIONAL SURROGATE PARENT SERVICE

2. EDUCATIONAL SURROGATE PARENT QUALIFICATIONS

3. PROTECTIONS FOR EDUCATIONAL SURROGATE PARENTS

4. EDUCATIONAL SURROGATE PARENT RESPONSIBILITIES

5. CONFIDENTIALITY

8. PARTICIPATING AS A PARTNER WITH THE SCHOOL

9. SUMMARY

Overview of Educational Surrogate Parent Service

An Overview

In the 1970's, important federal and state laws were passed giving students with disabilities the right to a free appropriate public education. This legislation mandates partnerships between parents and educational providers in developing, implementing, and monitoring an individualized education program (IEP) tailored to the specific needs of a student with a disability. Congress felt strongly that the partnership between parents and educators must be preserved and strengthened. The law provides educational surrogate parents for students who lack parents to serve as partners with educators in making special education decisions.

All states are required to appoint and train educational surrogate parents to represent those students whose natural parents are unavailable to carry out the customary parental role in planning and evaluating their student's education.

Educational Surrogate Parent Qualifications

The State of North Dakota thanks you for volunteering to be an educational surrogate parent. The experience will be a rewarding one. A student's education is an important matter, as is your role in working in partnership with the school in developing an appropriate education program.

Qualifications require that the surrogate parent:

1. is a resident of North Dakota;
2. is at least eighteen years of age;
3. has no interest that conflicts with the interests of the student;
4. is not an employee of any agency involved in the education or care of the student;

5. has the necessary knowledge and skills to adequately represent the student; and
6. receives instruction about federal and state regulations, procedural requirements, procedures, disabilities, and service options for students with disabilities.

Through training, you will become informed and confident in the special education process. Because students differ, the roles of educational surrogate parents will differ; however, there are many common functions. For this reason, training focuses on general responsibilities and a knowledge of special education. One-to-one consultation from the school district or other parents may also be available to assist you in dealing with unique situations.

PROTECTIONS FOR EDUCATIONAL SURROGATE PARENTS

1. You have no authority or responsibility for the care, maintenance, or financial support of the student.
2. You will not be held liable for decisions made on behalf of the student to protect the educational rights of the student.

EDUCATIONAL SURROGATE PARENT RESPONSIBILITIES

You have the responsibility to act on behalf of the student to make sure that he/she receives an education that is designed specifically to meet his/her needs and abilities.

1. Learn about the student's educational needs by:
   a. reviewing the student's educational records;
   b. looking at the student's school work;
   c. talking with the student about school;
   d. communicating with teachers, therapists, caseworkers, foster parents, counselors, etc.; and
   e. observing the student at school.
2. Become acquainted with the procedural safeguards afforded you and the student under both federal and North Dakota state law.
3. Become actively involved in deciding the appropriate evaluation of, eligibility of, and services for the student.
4. Participate in school meetings to plan the student's individualized educational program (IEP) and share information about the student that you have gathered.
5. Sign permission for initial evaluation and initial placement.

6. Monitor the student's educational development during the school year, and participate in the annual review meeting at least once a year.
7. As a team member, help determine if the student requires extended school year services. The purpose for extended school year services is to prevent regression of already learned skills.
8. Serve as the student's educational representative by requesting appropriate services or raising concerns about services or the lack of services, if necessary.
9. Promote positive communication between the school and other agencies that work with the student.
10. Abide by the laws of confidentiality when sharing information about the student.
11. Negotiate with the school if there is any disagreement about the student's special needs or education program.
12. Represent the student in any mediation, complaint, or due process procedures.

When you have been formally designated by the school as the student's educational surrogate parent, make sure that you have done everything you need to do regarding the student's educational program. Learn as much as you can about the student. You should become aware of his/her likes and dislikes, abilities and needs, and unique ways of learning. You should meet the student's teachers and therapists, and attend parent/school conferences or meetings.

CONFIDENTIALITY

Under the regulations of the Family Educational Rights and Privacy Act (FERPA), it is your responsibility to keep confidential any information that you know or gather from the student's records, teachers, and others involved in his/her education. It is important not to share information regarding the student with your friends or family. Because you will be asked to share some of this information with school and agency people, you must be able to use good judgment and report only on the student's educational program.

If you choose not to continue or if the student is no longer eligible for an educational surrogate parent, you will be asked to return copies of the educational records and all other written information that you have collected while you were assigned.

PARTICIPATING AS A PARTNER WITH THE SCHOOL

1. Talk with school professionals about the student's educational history. Request copies of his/her school records, as appropriate.

2. Make arrangements to visit the student's class to observe the student in his/her educational environment. Present yourself as an educational surrogate parent and talk with professionals involved with the student: teachers, therapists, social workers, caseworkers from the social service center, supervisors, and doctors. Talk with them about the student's special abilities and needs.
3. Keep a log and file of all contacts that you have with school personnel.
4. Ask questions about anything that you don't understand.
5. Complete a "Student Information Sheet".

STUDENT INFORMATION SHEET

Student _____ Birthdate _____

School _____ Phone _____

Teacher _____ Grade Level _____

School District/Special Education Unit Contact _____ Phone _____

1. Student's interests: _____

2. Things the student is ready to learn: _____

3. Special abilities: _____

4. The student needs the most help with: _____

5. Past services: _____

6. Possible suggestions to the current program: _____

7. Special concerns: _____

8. Questions I want to ask: _____

9. Suggestions I have about working with the student: _____

SUMMARY

- Important laws were passed during the 1970's that protected the educational rights of students with disabilities.
- The laws gave parents an equal partnership with school professionals in protecting those rights.
- The laws made provisions for students not represented by a natural parent or guardian. Educational surrogate parents are appointed if natural parents or guardians are unknown or unavailable.
- An educational surrogate parent is appointed and provided training by representatives of the school district/special education unit.
- Qualifications include: an interest in becoming an educational surrogate parent, no conflict of interest in serving as a surrogate parent, knowledge of special education procedures and regulations, not an employee of any agency involved in the education or care of the student, and an adult who is a resident of North Dakota.
- You must become acquainted with the student and involved in the educational process.
- You will not be held liable for decisions made on behalf of the student.
- Become an equal partner with the school in the educational decision making process.
- Be prepared to ask questions about anything not understood.
- Know your role as an educational surrogate parent and be prepared to actively participate.
- All information regarding the student is confidential and should not be shared with friends or family.

Section 2

OVERVIEW OF SPECIAL EDUCATION

1. THE HISTORY OF SPECIAL EDUCATION

2. SPECIAL EDUCATION LAWS AND POLICIES
   - NORTH DAKOTA SPECIAL EDUCATION REGULATIONS
   - PART B OF PUBLIC LAW 101-476, INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
   - PART H OF PUBLIC LAW 101-476, IDEA AND PART B, SECTION 619, IDEA
   - PUBLIC LAW 93-380, THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT
   - SECTION 504 OF THE REHABILITATION ACT OF 1973
   - AMERICANS WITH DISABILITIES ACT OF 1990

3. SUMMARY

Overview of Special Education

The History of Special Education

In almost two centuries of American history, few educational programs and schools were designed for students with disabilities. Education was not a right for these students, but a question of luck or where they happened to live or what their disability happened to be.

Denial of education had serious consequences. Students with disabilities had little hope of developing their individual potentials and without proper education and skills, students with disabilities would become less effective citizens in their community.

The first attempt to meet these special needs dates back to the first half of the 19th century when a few states established separate residential schools for students who were blind, who were deaf, and who had mental disabilities. Students were isolated from their families and the mainstream of life, but at least some had their educational needs met. Often "schools" for students with mental disabilities were long-term care facilities. Public school programs serving persons with disabilities did not materialize until early in the 20th century. These, where they existed, provided only minimal services and almost never served students with severe disabilities. Special education teachers and their students were often isolated from the rest of a school's student population.

By the end of the 1940's, states began to mandate special education programs, and colleges and universities began preparing teachers in special education fields. By this time, parents of students with disabilities had united into advocacy and political action groups to lobby for services from state and local sources.

Groups consisting of parents, such as the Association for Retarded Citizens, Easter Seals, and mental health associations often raised funds and provided services directly to their students. Many of these same programs were eventually absorbed into public school systems in the 1970's.

The federal government responded in the 1960's by giving financial support to universities for teacher training programs and to state and local systems for direct services to students with disabilities. An agency to oversee special education, the Bureau of Education for the Handicapped (now known as the Office of Special Education and Rehabilitative Services), was created by Congress in 1967. By the early 1970's, the number of students with disabilities served in public schools was six times larger than in the mid-1940's.

During the past several decades, parents have turned to legal action to obtain programs and services for students with disabilities. However, they first had to press for a reaffirmation of two seemingly obvious rights — one legal and the other natural. These are:

1. the right of all students with disabilities to have free appropriate public education; and
2. the right of parents to play a role in their student's education.

The key legal action in which these rights were recognized was the *Pennsylvania Association for Retarded Citizens vs. Commonwealth of Pennsylvania* (1971) case. This case required Pennsylvania to provide a free public education to all students, including students with disabilities. In another important case, *Mills vs. the Board of Education* (1971), the court ruled that a school system could not excuse itself from serving students with disabilities by claiming that it did not have enough money. These and other landmark court decisions ultimately led to more state mandatory special education laws and two federal laws guaranteeing a place for persons with disabilities in the scheme of society and public education. *Section 504 of the Rehabilitation Act of 1973* protects individuals with disabilities against discrimination, and Public Law (P.L.) 94-142, the *Education for All Handicapped Children Act* of 1975, mandates a free public education for students and young people with disabilities. Most recently, in 1986, *P.L. 99-457* was enacted. This Act extended the rights under P.L. 94-142 to preschoolers with disabilities (3–5 years old). P.L. 94-142 is considered the landmark legislation that amended the existing Education of the Handicapped Act, better known as EHA. EHA has been amended numerous times since P.L. 94-142. Recently, the Act has been amended and titled, Individuals with Disabilities Education Act (IDEA), P.L. 101-476.

As you can see, special education has changed dramatically during the past several decades. Most students with disabilities now receive a free appropriate public education. The goal now is to make sure that this education is designed to build on the strengths of the

student and meet his/her special needs. It is a goal which parents must continue to work toward. Parents must also be involved in the education of their students by assisting with the practical aspects of educational programs and by overseeing the system as a whole. Parents need to reaffirm their role as active partners in the education of their student. The medical model that encouraged parents to accept their student's limitations as unchangeable must be replaced with a firm belief in the potential for human development in all of us. All language in these laws that speak to parents speak equally to educational surrogate parents.

SPECIAL EDUCATION LAW AND POLICIES

The next few pages give a brief description of federal and state laws that govern special education. These include:

1. North Dakota Special Education Regulations
   a. North Dakota State Plan
   b. Special Education in N.D.— Guide I: Laws, Policies and Regulations for Special Education for Exceptional Students
2. Part B of Public Law 101-476, Individuals with Disabilities Education Act (IDEA)
3. Part H of Public Law 101-476, Individuals with Disabilities Education Act (IDEA) and Part B, Section 619 of IDEA
4. Public Law 93-380, The Family Educational Rights and Privacy Act (FERPA)
5. Section 504 of The Rehabilitation Act of 1973
6. Americans with Disabilities Act of 1990

NORTH DAKOTA SPECIAL EDUCATION REGULATIONS

1. POLICY

The North Dakota Department of Public Instruction assures that the student's rights are protected whenever the parents or guardian of the student are not known, are unavailable, or the student is a ward of the state, through the assignment of an individual to act as a surrogate for the parent or guardian. "Ward of the state" is defined as "a person for whom a guardian has been appointed" (NDCC 30.1-26-01 (5-101)).

Each public agency shall establish a procedure as required by the Superintendent of Public Instruction for determining whether a student under the age of 21 years needs a sur-

rogate parent and for assigning such a surrogate parent for the purpose of special education and related services. The surrogate parent may be selected in any way permitted under state law.

2. REGULATIONS

a. The surrogate has no other vested interest that would conflict with his/her primary allegiance to the student he/she represents.

b. The surrogate has knowledge and skills to adequately represent the student. The public agency must provide training to assure these skills and knowledge and, if appropriate, provide similar training to foster parents.

c. The surrogate is not an employee of any state or local governmental agency that is involved in the education or care of the student. A person who otherwise qualifies to be a surrogate parent is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent. If deemed appropriate, a surrogate parent may receive some remuneration for serving in this role. For example, many cases are complex and require a considerable amount of time for the surrogate parent to be trained and become familiar with the details of the case.

d. The surrogate will represent the student in all matters relating to identification, evaluation, educational placement, and the provision of a free appropriate public education.

e. The surrogate will ensure that an appropriate public education is available to the student at no cost to the student, parent, or surrogate parent.

PART B OF PUBLIC LAW 101-476, INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part B of Public Law 101-476, referred to as IDEA (Individuals with Disabilities Education Act), is a federal law that guarantees all students with disabilities between the ages of three though 21 the right to a free appropriate public education designed to meet their individual needs. It also offers protection for the rights of students with disabilities and their parents, guardians, and/or educational surrogate parents.

In North Dakota, students between the ages of three through 21 with disabilities may receive special education services when they meet the eligibility criteria for one or more of the following disabilities:

- autism
- deafness
- deaf-blindness

- hearing impairment
- mental retardation
- orthopedic impairment
- other health impairment
- serious emotional disturbance
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment including blindness

For each student with a disability, the school district must provide:

1. A FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Education must be provided at no cost to the student or parents. It must be designed to meet the unique needs of each student with disabilities.

2. INDIVIDUALIZED ASSESSMENT

Each student with a disability must receive a complete, nondiscriminatory educational assessment prior to receiving special education services, and at least once every three years thereafter.

3. PROCEDURAL SAFEGUARDS

Procedural safeguards help ensure the fairness of educational decisions and the accountability of both educational surrogate parents and professionals. IDEA includes the safeguards listed below:

a. **Appointment of educational surrogate parents** — When a parent or guardian is unknown or unavailable, or if the student is a ward of the state, the school will assign an educational surrogate parent to represent the student in educational decision making. The educational surrogate parent and school become partners to ensure that an appropriate education is provided for the student.

b. **Access to educational records** — Educational surrogate parents have the right to review any of the student's education records. You may also request an explanation of the contents and request the records be amended because of inaccurate or misleading information, or because there is a violation of privacy or other rights of the child.

c. **Confidentiality of information** — In most cases, the school must obtain educational surrogate parent consent before releasing personally identifiable information.

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d. **Notice** — Educational surrogate parents must be provided written notice before the school's proposal or refusal to initiate or change the student's identification, evaluation, or education placement. The notice must be in the native language and understandable to the educational surrogate parent. The notice must contain:

   1. a full listing of the procedural safeguards, listed in the brochure *Parental Rights in Special Education*, available to the educational surrogate parent;
   2. a description of the action taken by the school including the rationale for choosing the particular action over other options;
   3. a description of the basis of the decision, including each evaluation procedure, test, record, or report the school considered; and
   4. a description of any other factors that were considered in light of the school's proposal or refusal.

e. **Consent** — Consent of educational surrogate parents must be obtained before conducting the initial evaluation to determine eligibility for special education and related services and before initial placement in special education services.

f. **Independent educational evaluations** — A request for an independent evaluation can be made if you disagree with the evaluation made by the school district. The educational surrogate parent must contact the school and explain why an independent evaluation is being requested. The independent evaluation is conducted at public expense unless the school initiates a due process hearing to challenge the request. If accepted, the school and educational surrogate parent must consider the result of the independent evaluation in any decision made regarding placement and services. The evaluation is conducted by a qualified examiner not employed by the school district.

g. **Due process hearing** — It should be the goal of the school and educational surrogate parent to work in partnership in overcoming differences; mediation and complaint procedures are encouraged before either side initiates a due process hearing. If, however, disagreements cannot be resolved, the educational surrogate parent or school may ask for a due process hearing to help resolve the differences. Due process is a system of checks and balances concerning the identification, evaluation, and services to students with disabilities. The due process hearing is conducted by an impartial hearing officer. The mediation, complaint, and due process procedures will be explained in detail later in the manual.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The individualized education program outlines the services that address the unique needs of the student. The educational surrogate parent is part of the team that develops this program. Components of the IEP are described later in this manual.

a. The IEP is a written document of resources necessary to enable a student to receive needed special education and related services.

b. The IEP is a management tool that is used to ensure that each student is provided special education and related services appropriate to address identified learning needs.

c. The IEP is a compliance/monitoring document which may be used by authorized monitoring personnel from each governmental level to determine whether a student is actually receiving the free appropriate public education agreed to by the educational surrogate parent and the school.

d. The IEP meeting serves as a communication vehicle between the educational surrogate parent and school personnel, and enables them, as equal participants, to jointly decide upon the student's needs, the services that will be provided to meet those needs, and determination of anticipated special education outcomes.

e. The IEP process provides an opportunity for resolving any differences between the educational surrogate parents and the agency concerning a student's special education needs first, through the IEP meeting, and second, if necessary, through the procedural protections that are available to the educational surrogate parents.

f. The IEP serves as an evaluation device to determine the extent to which the student progresses in meeting the IEP objectives.

5. RELATED SERVICES

Related and other supportive services are to be provided as needed to assist a student with a disability to benefit from education. These related services include, but are not limited to:

- assistive technology services
- audiology, speech/language services
- counseling and/or psychological services
- occupational and/or physical therapy services
- . parent counseling and training services
- rehabilitation counseling services
- school health services
- social work services
- transition services
- transportation

6. AN EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

Students with disabilities are to be educated to the maximum extent appropriate with children who do not have disabilities and in the school he/she would attend if he/she was not disabled, unless the IEP requires some other arrangements. A student should be removed from the regular educational environment only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A continuum of supplementary services and alternative placements must be available to meet the needs of the student. The student should participate, to the maximum extent appropriate to meet the student's needs, with nondisabled students in nonacademic and extracurricular activities.

PART H OF PUBLIC LAW 101-476, INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) AND PART B, SECTION 619 OF IDEA

Infants, Toddlers, and Preschoolers

In North Dakota, early intervention services for children with disabilities ages birth through five and their families occurs through state programs of two agencies, the Department of Public Instruction and the Department of Human Services. State formula grants for infants and toddlers with disabilities (Part H of Individuals with Disabilities Education Act — IDEA) and preschoolers with disabilities (Part B, Section 619 of IDEA) are used to facilitate the statewide systems developed to address these respective populations.

Although Part H and Part B, Section 619 are similar in intent and serve populations with similar needs, their focus differs. Part H of the law does not view children as service recipients apart from their families; therefore, Part H programs serve the birth through two year old children through a family centered approach. Part B, Section 619 programs serve the three through five year old children through a child centered approach based on the child's need for uniquely designed instruction.

The differences in how each program functions impact how each child's evaluation, assessment, and program plan is developed and implemented. Under Part H, "evaluation" refers to the information gathered to determine eligibility, while "assessment" addresses the information gathered to determine intervention and support needs. The assessment process also specifically addresses family resources, priorities, and concerns. In contrast, Part B regulations identify "evaluation" as all the procedures used to identify a child as having a disability and to identify individual programming needs of the child.

Congress, in enacting Public Law 101-476 (IDEA), demonstrated the clear intent that all children in need of special services be identified, located, evaluated, and served. The

intent is further enhanced through strengthened coordination of child evaluation, assessment, and services regulated under Part H and Part B. This promotes a seamless system of services for children with disabilities from birth through five years of age and their families.

North Dakota promotes a unified approach for children ages birth through five. Various efforts have been initiated to establish a seamless system in North Dakota, such as the establishment of an Interagency Coordinating Council representing agencies that serve children birth through five, the development of a state level interagency agreement among numerous agencies and programs serving children from birth through age five, the development of transition agreements and procedures between infant development and early childhood special education programs, a community approach to selective screening, and the establishment of a regional North Dakota Early Childhood Tracking System (NDECTS).

PUBLIC LAW 93-380
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) or Buckley Amendment gives parents of students under age 18, and eligible students age 18 and over, the right to examine records kept in the student's educational file. Among the changes from the previous regulations is a definition that both custodial parents and noncustodial parents have full rights under the law unless the agency or institution has evidence through court order, statute, or legal document specifically revoking those rights. Listed below are the major provisions of the act.

1. Parents and eligible students have the right to review educational records within 45 days from date of request. In North Dakota, the school must allow this within five days.
2. Parents and eligible students have the right to have the records explained and interpreted by school officials.
3. School officials may not destroy any records if there is an outstanding request to inspect and review them.
4. The school must provide copies of records to parents and eligible students.
5. Parents and eligible students may request that records be amended if it is believed that information contained in educational records is inaccurate, misleading, or a violation of any rights of the student.

   If the school decides that the records should not be changed, the parent or eligible student must be advised of his/her right to a hearing. The hearing is to be held within a reasonable period of time, with the parent or eligible student given advance notice of the date, place, and time, and be conducted by a party who does not have a direct interest in the outcome of the hearing.

At the hearing, the parent or eligible student has the right to present evidence and be represented by individuals of his/her choice. The decision of the hearing officer is to be in writing, and the decision must be based on the evidence presented at the hearing.

6. A school may release certain kinds of educational records to education agencies without permission from the educational surrogate parent or eligible student. Persons or organizations to whom information can be sent are:
   a. school officials in the same district with a legitimate educational interest;
   b. school officials in the school district to which a student intends to transfer;
   c. student financial aid officials;
   d. research organizations that are helping the school, provided they guarantee confidentiality; and
   e. court orders.
7. A record containing information requests for records must be maintained with the student's files.
8. Each school district or institution must give parents of students in attendance, or students age 18 or over, an annual notice to inform them of:
   a. school or institutional policy and procedures in providing the rights and protection of P.L. 93-380 (FERPA);
   b. the right of parents and students age 18 and over to file a complaint if the school or institution fails to comply with the requirements of the law; and
   c. the school's responsibility for communicating in the primary language of the parents and/or student.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504, the first federal *civil rights law* that protects the rights of people with disabilities, states that "no...qualified individual with a disability...shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Section 504 applies to all recipients of federal funds, including:

- states, counties, cities, towns, and villages
- public and private schools

- public and private institutions
- public and private colleges
- public and private hospitals and clinics
- public and private agencies
- other health service providers
- other organizations receiving federal funds

Discrimination is prohibited in:

- the education of students with disabilities
- vocational education programs
- college programs and other postsecondary education programs
- employment
- health, welfare, and other social service programs
- programs and activities that receive federal funds

Section 504 and eligibility of services

To qualify for Section 504 services, a student must have a mental or physical impairment that substantially limits a major life activity. Life activities include:

- breathing
- seeing
- hearing
- learning
- performing manual tasks
- caring for ones' self
- talking
- working
- walking

The education provisions of Section 504 are closely coordinated with the requirements of the Individuals with Disabilities Education Act. No student can be excluded from a public education because of a disability. The education must be free and designed to meet the individual educational needs of the student. Students with disabilities must also have equal opportunity to participate in:

- nonacademic services
- extracurricular activities
- recreational programs
- athletics
- special interest groups or clubs sponsored by the school
- health services
- transportation
- referrals to service providers
- referrals for employment purposes
- counseling services

All public postsecondary education programs and activities are also covered by Section 504. Recruiting, admissions, and treatment of students must be free from discrimination. Students with disabilities must have the same options as others in selecting courses. Admissions and other tests must not discriminate against people with disabilities.

Colleges and universities must also make reasonable modifications in academic requirements, as necessary, to ensure full educational opportunities for students with disabilities. Such modifications might include extension of time for completing degree requirements, adaptation of the manner in which specific courses are conducted, and elimination of rules prohibiting persons with disabilities from having tape recorders in class or guides on campus. Students with manual, sensory, or speaking disabilities must be given auxiliary aids such as taped texts, interpreters, library readers, and special equipment.

Section 504 and program accessibility

The regulations state that programs must be accessible to persons with disabilities. It does not require that every building or part of a building be accessible, but the program as a whole must be accessible. Structural changes to make the program accessible must be made only if alternatives, such as reassignment of classes or home visits, are not possible.

AMERICANS WITH DISABILITIES ACT OF 1990

The Americans with Disabilities Act (ADA) gives civil rights protection to individuals with disabilities in private sector employment, all public services, public accommodations, transportation, and telecommunications.

Since parents and special educators are responsible for students with disabilities who will be seeking employment and independent lifestyles, it is important that parents and educators be able to apprise individuals with disabilities of their rights and protection under the ADA.

The Americans with Disabilities Act is patterned after Section 504 of the Rehabilitation Act of 1973. Under the ADA definition, a person with a disability is defined as: (1) a person with a physical or mental impairment that substantially limits that person in some major life activity (such as walking, talking, breathing, or working); (2) a person with a record of such a physical or mental impairment (such as a person with a history of mental illness or heart disease who no longer has the disease, but who is discriminated against because of the record of an impairment); or (3) a person who is regarded as having such an impairment (such as a person who has a significant burn on his/her face that does not limit him/her in any major life activity but who is discriminated against).

Some provisions under ADA

1. Employers with 15 or more employees may not refuse to hire or promote a person with a disability because of the person's disability when that person is qualified to perform the job.
2. ADA requires that new vehicles bought by public transit authorities be accessible to people with disabilities.
3. Under ADA, it is illegal for public accommodations to exclude or refuse persons with disabilities. Public accommodations are the businesses and services that are used everyday by all people such as hotels, restaurants, dry cleaners, grocery stores, school, and parks.
4. Companies offering telephone service to the general public must offer telephone relay services to deaf individuals who use telecommunications devices (TDDs) or similar devices 24 hours a day, seven days a week, at regular rates.
5. State or local governments may not discriminate against qualified individuals with disabilities. Since this includes public schools, public school personnel with disabilities have protection against discrimination.

SUMMARY

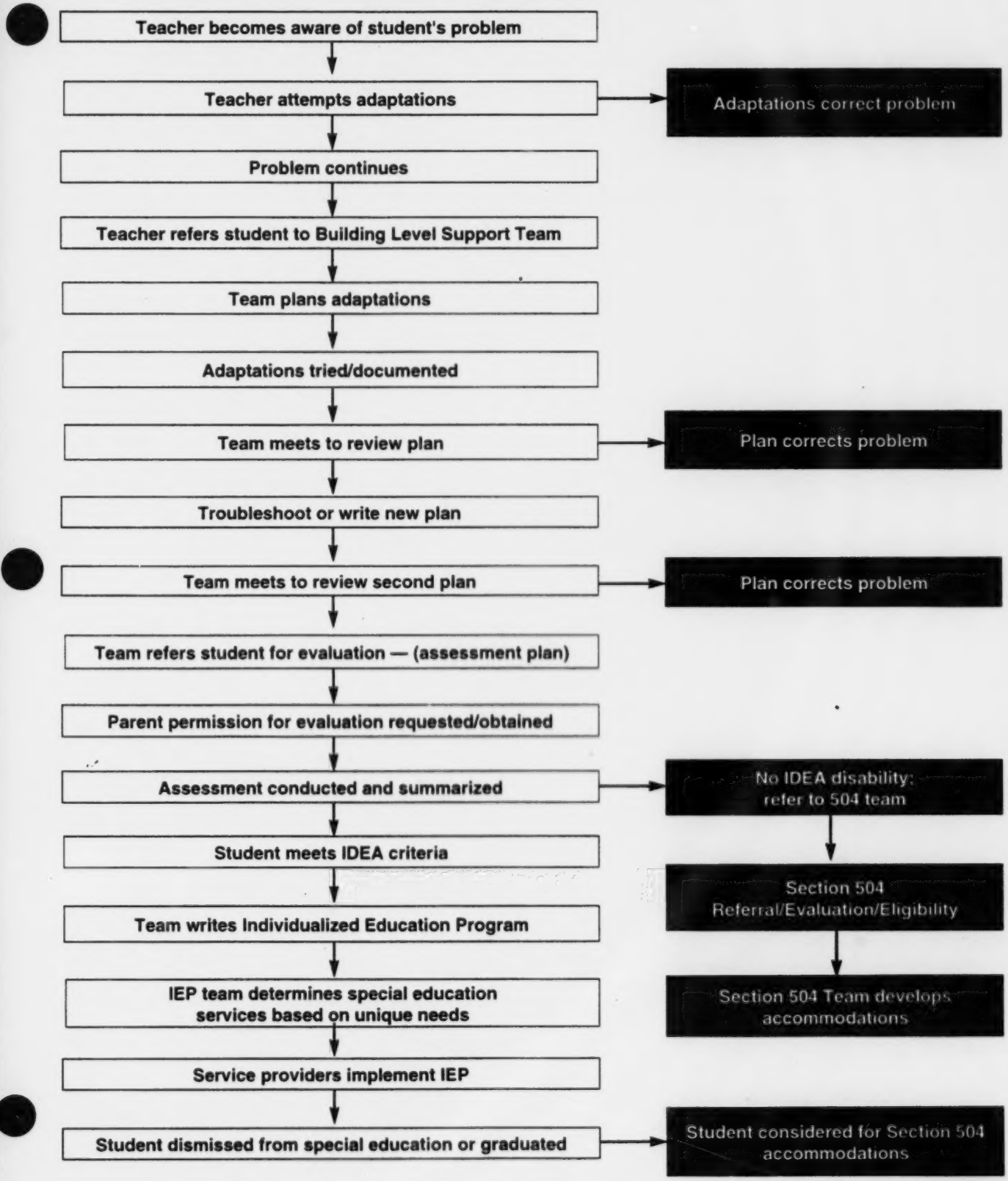
- Special education is relatively new in the history of our country.
- In the 1970's, laws were passed to protect the educational rights of students with disabilities.
- Part B of Public Law 101-476, The Individuals with Disabilities Education Act (IDEA) mandates a free appropriate public education for students with certain disabilities.
- Part H of Public Law 101-476, IDEA and Part B, Section 619, IDEA extends those rights to children ages birth through five with disabilities.
- Section 504 is a federal civil rights statute that protects students with disabilities from discrimination.
- A free appropriate education must be provided at no cost to parents and must be designed to meet the unique needs of the student.
- Related services are sometimes necessary to help the student benefit from special education. Examples of related services are speech therapy, physical therapy, and assistive technology.
- Students with disabilities must be educated in the least restrictive environment, which means educated, to the maximum extent possible, with students without disabilities. The placement should be in the school he/she would attend if not disabled, unless the IEP states otherwise.

Section 3

EDUCATIONAL SURROGATE PARENT'S ROLE IN THE SPECIAL EDUCATION PROCESS

1. PROCESS FOR THE DETERMINATION OF SERVICES
2. SPECIAL EDUCATION PROCESS
3. BUILDING LEVEL SUPPORT TEAM
4. REFERRAL
5. MULTIDISCIPLINARY TEAM
6. ASSESSMENT PLANNING PROCESS
   - STUDENT DEMOGRAPHICS
   - STUDENT PROFILE
   - ASSESSMENT PLAN
   - INTEGRATED WRITTEN ASSESSMENT REPORT
7. INDIVIDUALIZED EDUCATION PROGRAM
   - MAJOR IEP COMPONENTS
   - PREPARATION FOR THE IEP MEETING
   - QUESTIONS TO CONSIDER AT THE IEP MEETING
8. LEAST RESTRICTIVE ENVIRONMENT
9. IMPLEMENTATION AND ANNUAL REVIEW
10. SUMMARY

Process for the Determination of Services


Teacher becomes aware of student's problem
Teacher attempts adaptations
Adaptations correct problem
Problem continues
Teacher refers student to Building Level Support Team
Team plans adaptations
Adaptations tried/documented
Team meets to review plan
Plan corrects problem
Troubleshoot or write new plan
Team meets to review second plan
Plan corrects problem
Team refers student for evaluation — (assessment plan)
Parent permission for evaluation requested/obtained
Assessment conducted and summarized
No IDEA disability; refer to 504 team
Student meets IDEA criteria
Section 504 Referral/Evaluation/Eligibility
Team writes Individualized Education Program
IEP team determines special education services based on unique needs
Section 504 Team develops accommodations
Service providers implement IEP
Student dismissed from special education or graduated
Student considered for Section 504 accommodations

Educational Surrogate Parent's Role in the Special Education Process

This section defines your role as an educational surrogate parent and outlines your responsibilities in the special education process. Knowledge and understanding come with experience. When you become a knowledgeable educational surrogate parent, you can have a significant impact on a student's special education services.

Special Education Process

This section outlines the sequence and your involvement in the special education process. Each step is important and none should be skipped. This assures responsible decisions regarding the student. Time and effort of the initial steps will increase the likelihood of good programming and a bright future for the student.

Building Level Support Team

Most school districts have a building level support team system that is designed to try all possible interventions and resources of a school before a referral for a special education evaluation is made. The building level support team is a general education responsibility and process. It is a support to the teacher and is a structured problem-solving process. School professionals work together with parents to suggest strategies that are designed to help solve the problem.

Building Level Support Team strategies may be determined through:

a. parent conferences;

b. consultation with school counselor;

c. consultation with school nurse;

d. vision and hearing exam;

e. classroom observations by other professionals; and

f. teachers working together in teams.

Interventions vary according to each individual student. School professionals and parents decide what is most appropriate for the individual involved. If the problem persists after several interventions, a referral to special education is initiated.

Examples of Building Level Support Team strategies that may be suggested to a classroom teacher are:

a. peer tutoring;

b. adjusting assignment size;

c. giving additional time for tests;

d. assignment sheets;

e. teaching study skills;

f. adjusting student's schedule;

g. designing a behavior management plan;

h. modifying grading procedures;

i. developing a behavior plan; or

j. reinforcing study skills.

REFERRAL

A referral begins the process of gathering information about a student in order to decide if the student's learning difficulties are due to a disability. A comprehensive assessment in the area of suspected disability must be conducted to make such a determination. Anyone, including parents, teachers, and other school people, who feels that a student is having a problem that interferes with learning, may complete a referral for an evaluation. After the referral is completed, the school must notify and explain the referral and evaluation process to the student's parent. When a school district cannot identify the natural parents or discover their whereabouts, the school has the duty to assign an individual to act as educational surrogate parent. The school must also inform the parents or educational surrogate parent of due process rights and obtain written consent before the initial evaluation begins. Referral is the first point in the process at which parent involvement is required.

Several circumstances can prompt the decision to refer a student for evaluation and possible special education services. These include: academic performance significantly below that of other students; behavior that differs significantly from other students; communication difficulties in speech and language; and physical concerns such as vision, hearing, mobility, and health.

Remember —

1. Get an explanation of why the student was referred.
2. Ask if other strategies were tried before the referral was made.

3. Get an explanation of the evaluation procedures.
4. Understand and receive a copy of your special education rights (*Parental Rights in Special Education* brochure).
5. Get a copy of the written referral.
6. Ask questions if you are unclear on anything.
7. Sign the initial permission to evaluate form if you understand why the referral was made and believe the referral is justified.

MULTIDISCIPLINARY TEAM

Once a referral for assessment is made, the multidisciplinary team (MDT) is identified. A multidisciplinary team rather than an individual diagnostician ensures that observations and other sources of data are gathered from a variety of settings in which the student demonstrates strengths and needs. The MDT are active participants in the complete assessment process.

The following individuals may be considered as members of the multidisciplinary team:

- parent(s) or educational surrogate parents
- special education staff
- a classroom teacher
- school psychologist
- school administrator
- student (when appropriate)
- teacher or specialist(s) with knowledge in the area(s) of suspected disability
- others, as appropriate

There may be times when the educational surrogate parent would like to invite other appropriate person(s), e.g., the student's foster parents, to the meeting. If this is the case, please notify the school principal prior to the meeting.

The special education staff who attend the meeting will vary according to the situation. In most cases there will be a school psychologist and special education teacher. If the student was referred for speech, language and/or motor difficulties, then a speech therapist, physical therapist, and/or occupational therapist may take part in the meeting.

Please remember you are an equal team member. The information you can share regarding the student is as important as professional evaluation results. Ask questions and give input.

ASSESSMENT PLANNING PROCESS

The assessment planning process includes:

a. completion of student demographics;

b. development of a student profile;

c. formulation of an assessment plan; and

d. preparation of an integrated written assessment report.

Additional information on the assessment planning process is located in the ND Department of Public Instruction Guideline, *Assessment Process*.

STUDENT DEMOGRAPHICS

The multidisciplinary team will complete a form which provides demographic information regarding the student who has been referred for assessment. This background information will be used throughout the assessment planning process.

STUDENT PROFILE

The multidisciplinary team completing the assessment will develop a profile of the student. The purposes for the student profile are to provide a comprehensive picture of information already gathered, indicate patterns of current student functioning, and indicate areas where further information is needed.

ASSESSMENT PLAN

The two major purposes for assessing a student are to determine whether a disability exists based on IDEA eligibility criteria and to provide a basis for appropriate programming. The team must obtain relevant student data for making these decisions. The development of an Assessment Plan will focus on the kind of data already available and the information which needs to be gathered.

During the development of the Assessment Plan, the team will formulate questions regarding student performance. Questions should relate to the suspected disability, the student's method of learning, and the learning environment. It is also important to focus questions on the areas of health, social-cultural, sensory, and/or emotional development to assure nonbiased assessments. After the list of questions have been formulated, the team will determine how this information will be gathered and who will gather the information.

Throughout the assessment planning process, it is important to identity all factors that may mask ability and cause the student to appear to have a disability. The team must

address factors which may interfere with obtaining a true picture of the student's functioning. Factors which may interfere with the assessment process could be cultural, environmental, sensory, and/or economic.

INTEGRATED WRITTEN ASSESSMENT REPORT

The multidisciplinary team will write a report that integrates findings from all sources. The integration of all assessment data ensures that attention has been given to all information shared by team members. In addition, it protects the student from being labeled inappropriately, which might occur if a decision was made by one person or on the basis of one procedure or situation.

At the conclusion of the meeting to review assessment results, the team will determine whether the unique educational needs of the student are due to a disability as defined by IDEA or Section 504 of the Rehabilitation Act. If the student is eligible under IDEA, the report must include a statement as to whether the student has a disability and what that disability is as defined in IDEA.

When the student is eligible for services under IDEA, the next step will be the development of an Individualized Education Program (IEP). The IEP will determine whether the student requires special education or related services. If the multidisciplinary team involved in the assessment process and the IEP process are the same people, the IEP meeting may occur immediately after eligibility has been determined. If it does not, you should be notified of the time when the IEP will be developed.

INDIVIDUALIZED EDUCATION PROGRAM

The purpose of the IEP meeting is to design an educational program that will allow the student to succeed and grow according to his/her potential. The IEP will contain educational goals and objectives for the student. The following information will help you prepare for the IEP meeting.

MAJOR IEP COMPONENTS

Present Levels of Performance

A summary sketch of the student's unique pattern of functioning which lays the foundation for succeeding components of the IEP.

Annual Goals

Goals related to the unique needs of the student and achievable within one calender year. Transition goals are included for students no later than age 14.

Short-term Objectives

Subtasks for an annual goal which form the basis for determining the student's progress.

Characteristics of Services

The nature and scope of each objective. Characteristics of Services become the basis for establishing the least restrictive environments in which the student will receive special education and related services.

Periodic Review of Services

Goals and objectives must be reviewed at least annually, and more frequently as appropriate. The review schedule must be specified in the objectives and be implemented accordingly.

Adaptation of Educational Services

Adaptations that permit successful accommodation and education of the student in the classroom.

Special Education, Related Services and/or Agency Transition Services

Conveys the intent of what will be provided, how much time the service will entail, when it will be provided, who will provide the service, and where the service will be provided.

Least Restrictive Environment

Documentation of the team's decision regarding the sites and settings of where the student will receive his or her education, and indicates the length of the school day.

Description of Activities with Students Who Are Not Disabled

The student's interaction with peers who are not disabled in physical education, nonacademic activities, and extracurricular activities.

Additional information on the IEP process is located in the ND Department of Public Instruction Guideline, *Individualized Education Program Planning Process.*

PREPARATION FOR THE IEP MEETING

Ideas for you to consider before and after the IEP meeting.

1. **Review last year's IEP**. Determine what goals and objectives have been met. Familiarize yourself with the sections of the form. Compare the description and expectations in the previous IEP with what is true now.
2. **Talk to the student**. Find out how the student feels about school. Find out likes and dislikes. Ask for his/her opinion about what changes could be made to make school better.
3. **Review the student's records**. Make an appointment with school personnel prior to the IEP meeting and review what is contained in the student's records.
4. **Visit the student's classroom**. Make an appointment to observe the student in the classroom.
5. **Be sure you understand the nature and basis of the student's disability before the IEP meeting**. Do you have enough information? Have you reviewed the evaluation reports? Do you understand the implications of the disability?
6. **Prepare to share what you know about the student**. Jot down some notes about the student to bring to the meeting such as: interests, hobbies, relationships with family and friends, behavior at home, things the student does well, and things the student has difficulty doing.
7. **Prepare your own questions**. Write a list of questions you would like to discuss at the meeting. Bring the list with you.
8. **Find out who will be attending the meeting**. The information can be found on the written notice sent by the school requesting your attendance at the meeting.
9. **Be prepared to discuss your expectations for the student**. Jot down what you think the student needs and the extent of progress you would like to see during the year. You should consider the student's vocational and pre-vocational needs. This applies to students of all ages.
10. **Bring any recent evaluation or reports that have been done outside the school** if you think they will be of value.
11. **Bring samples of the student's work from activities done in or out of school** that you feel say something about the student.
12. **Keep a file of your communications with the school.** The file should include school correspondence, forms, test results, IEPs, report cards, and samples of school work.

BEST COPY AVAILABLE

13. **Talk with other people who have educational information about the student.** The student might have a social worker, job coach, counselor, or other supports.
14. **Visit the home or facility in which the student lives and learn about home activities.**
15. **Learn about the student's medical history.** Medical problems may have affected the student's school work. You should also be aware of medication that the student may be taking as it may affect his/her school day.
16. **Request a copy of the IEP form used by your school district**. Use it to review the program components that will be discussed at the meeting and note which items you would like to see included and any additional questions.
17. **Keep a positive attitude.** A sense of humor and attitude of partnership are important to good communication.
18. **Ask about extended school year services**. Does the student seriously regress during breaks in academic instruction?
19. **Be a partner with the school**. These points are a framework to assist you in preparing for meaningful participation in planning the student's educational program. Adequate preparation is not a simple matter and, if done well initially, will take several days. The time, however, will be well spent in increasing your level of knowledge about the student, thus enabling you to communicate as an effective and responsible educational surrogate parent.

QUESTIONS TO CONSIDER AT THE IEP MEETING

1. Does the student's schedule accommodate his/her unique needs?
2. Is the student educated with age appropriate peers?
3. What are some of the unique instructional designs, strategies, and modifications specified to meet the student's needs?
4. Does the student need a related service?
5. What are the placement options that may be appropriate to carry out goals and objectives?
6. If services for the student are not in his home school or the student requires transportation, what kind of transportation arrangements have been made?
7. To what extent will the student be educated with peers who do not have disabilities? How could the amount of this time be increased?
8. What, if any, extended school year services are included in the IEP? Is there justification for such services? The main purpose for extended school year services in not to teach

the student new skills, but to prevent serious regression of previously learned skills as outlined on the IEP. Extended school year services are not intended to replace or be synonymous with those services typically referred to as summer school. The IEP is the guiding document for extended school year services.

9. What disciplinary sanctions are employed by the school, and are they appropriate for the student?
10. For older students, have transition and graduation goals and objectives been included?
11. What does the school expect of you? Are there provisions in the IEP for continually updating you as to the progress the student is making?

LEAST RESTRICTIVE ENVIRONMENT

The decision regarding delivery of services in the least restrictive environment is made after the student's needs are determined and the IEP is developed. According to law, the principle of least restrictive environment (LRE) means that each student with disabilities is to receive an appropriate education with general education students to the maximum extent possible, based upon the student's unique needs.

The team must consider the following statements when determining the least restrictive environment (LRE).

1. Placement of a child with a disability must be made in the regular educational environment of the public school which the child would otherwise attend if he or she did not have a disability unless the nature or severity of the child's disability is such that appropriate educational goals and objectives for that child (as contained in the child's IEP) cannot or could not be achieved in a regular classroom-based program even with the use of supplementary aids and services.
2. If placement is to be made outside of the regular education environment, it must be made in an alternative instructional setting or arrangement selected from a continuum of such settings/arrangements (arrayed from least restrictive to most restrictive) that meets the unique needs of the student. The selection of a particular alternative setting or arrangement is to be made by determining the least restrictive setting/arrangement in which the appropriate educational goals for the child could be achieved.
3. Regardless of the core placement alternative selected, a child with a disability must be educated with, and allowed to interact with, in both academic and nonacademic settings, children who are not disabled to the maximum extent appropriate to the needs of the child with a disability.
4. Placement decisions must be made at least annually by a group of persons (including persons knowledgeable about the child, the meaning of the evaluation data and the

placement alternatives) who consider carefully broad-based, documented information about the child.

5. Consideration must be given to any potential harmful effect on the child or on the quality of services which he or she needs.

Before you sign the approval for initial placement, please know:

1. **Timelines** — when the services will start and how long they will last. Services should begin within a few days after the IEP is developed.
2. **Periodic review** — how and when the student's educational progress will be measured.
3. **Communications** — how, when, and by whom you will receive information regarding the student's program. If modifications need to be made at a later date, an IEP review meeting can occur and changes can be made.
4. A copy of the individualized education program will be given to you.

If you are satisfied with all factors and feel confident that the student will receive an appropriate education in the least restrictive environment, then sign the permission for program placement form. Signed consent for placement is required *initially*. It is not required for subsequent reviews or IEPs.

IMPLEMENTATION AND ANNUAL REVIEW

Program implementation includes delivery of services to the student according to the IEP agreed upon at the IEP meeting. The responsibilities that were developed among teachers, therapists, the student, and educational surrogate parents are carried out.

The student's IEP is reviewed annually. According to law, the team must meet at least once a year to review it; however, you or anyone else on the team may request a review prior to the one year requirement. At this annual program review, the team is responsible for determining:

a. continued eligibility for special education;

b. possible revisions to the IEP;

c. the nature of special education and related services; and

d. the need for extended school year services.

Since the student's IEP must be in effect at the beginning of each school year, it is typically reviewed annually (once a year). During the annual review phase, the cycle returns to the development of a new or revised educational plan (new goals, objectives, services).

The annual review is a very small part of the total picture of parent/school communication. It is designed to protect each student's right to an appropriate education by guaranteeing at least a yearly review and revision of the educational program. Educational surrogate parents have the right and responsibility to initiate and maintain communication at any time, in order to keep current with the student's educational program.

As you can see, the student's IEP is much more than a written document. It is an ongoing process, a tool for planning, implementing, and reviewing the student's educational program. The IEP should never be seen as the final word, but as an evolving process as the student develops. Open communication between the school and educational surrogate parent will ensure that the student is receiving the special education and related services that he/she needs which is, after all, the purpose of the IEP. Every student with disabilities must have a complete assessment every three years. This is called the reevaluation process. The student is given a complete evaluation and the IEP is reviewed and revised.

SUMMARY

- If a student experiences learning problems at school, the general education program should attempt many strategies before making a referral to special education. Building Level Support Teams suggest accommodations and alternate teaching methods to the student's teacher with the goal of preventing a referral for evaluation.

- The referral is made by a concerned person regarding a student who has experienced difficulties at school.

- The referral begins the process of gathering information about a student to determine if he/she has a disability and is in need of special education.

- When the school cannot identify the natural parents or discover their whereabouts, the school must assign an individual to act as a substitute or educational surrogate parent.

- The assessment process involves observations, interviews, and evaluations.

- The assessment is completed by more than one individual and is adapted to specific cultural and language characteristics of the student.

- The educational surrogate parent is involved with the assessment by providing any relevant information about the student.

- Following the assessment, the team meets to discuss results, identify the needs of the student, and determine if the student has a disability that will require special education services.

- The educational surrogate parent is an equal team member at all meetings.

- If a disability is found that requires special education, an individualized education program (IEP) is developed that addresses the unique needs of the student.

- The IEP contains the educational goals and objectives for the student.

- The IEP must be reviewed at least annually.

Section 4

School Communications and Meetings

1. INTRODUCTION

2. METHODS OF COMMUNICATING
   - ASSERTIVENESS IS:
   - ASSERTIVENESS IS NOT:

3. PREPARING FOR A MEETING

4. COMMUNICATING AT SCHOOL MEETINGS

5. REPORTING PROGRESS AND CONCERNS

6. RESOLVING DIFFERENCES WITH THE SCHOOL
   - MEDIATION
   - COMPLAINTS
   - REQUESTING A SPECIAL EDUCATION DUE PROCESS HEARING

7. MEETING WITH OTHER PARENTS AND EDUCATIONAL SURROGATE PARENTS

8. SUMMARY

School Communications and Meetings

Introduction

Good communication among educational surrogate parents, school personnel, and other professionals is an essential ingredient of effective and meaningful participation in the student's program. It is far more likely that you will be able to fulfill your responsibilities if you utilize good communication skills throughout the process. Most importantly, you should remember that as an educational surrogate parent you have the same rights as natural parents/guardians in the special education process and one of these rights — indeed a major responsibility — is full participation. You have an important and legitimate role to play — an equal partnership with the school in providing a quality education for your student.

Effective communication implies that understanding and support is given and received between both parties. Real communication is two-way: each party listening to and respecting the other. Keeping this in mind, here are suggestions for fostering good communication.

1. **Be positive**. A sense of humor and attitude of partnership are important to good communication.
2. **Be prepared**. Know in advance points you wish to address, concerns you need to express, and questions you wish to ask.
3. **Be direct**. Direct your comments to the person for whom they are intended.
4. **Be consistent**. Good preparation and frequent communication with the school will help avoid misunderstandings.
5. **Be confident**. Remember, you are an equal partner with the school.

6. **Be under control.** You can be assertive without losing control. Try to be positive and willing to see different perspectives of all issues.
7. **Be involved**. Ask questions of anyone at the meeting in order to clarify a point or simply as a tool for effective communication.

Remind yourself regularly that you are an integral part of a team working together on behalf of the student, and that the key to success is good communication.

METHODS OF COMMUNICATING

Communication is more than the spoken word between two or more parties. Attitudes and thoughts are transmitted by how you speak, your body language, and the written word.

Knowing how to present yourself and your concerns can be just as important at a school meeting as knowing what to say. Following are several suggestions on how to present yourself to communicate positively.

1. Find a seat within the group, not apart from it.
2. View yourself as an equal member of the team with important information to share about the student.
3. Communicate your respect for the other participants.
4. Listen attentively to school personnel and be willing to learn from them.
5. Present your comments in a clear and positive manner.
6. Thank the school personnel for their cooperation.
7. Talk about the student's strengths and positive traits as well as his/her weaknesses.

ASSERTIVENESS IS:

- expressing your needs clearly and directly
- expressing your ideas without feeling guilty or intimidated
- sticking up for what you believe the student needs
- knowing your rights
- writing down what the student needs and all facts pertaining to his/her case
- treating professionals like partners
- conveying your feelings of self confidence when you communicate with others
- advocating effectively on behalf of yourself and the student
- demonstrating self-reliance and independence
- working together to get the services the student needs
- analyzing a problem and pinpointing the area of responsibility before you act
- organizing for change
- having a positive attitude at all times

ASSERTIVENESS IS NOT:

- "beating around the bush" before stating your needs
- feeling too guilty or afraid to express your needs
- being ignorant about your rights
- leaving things to others because "they know how to do those things"
- apologizing when asking for what is rightfully yours
- ineffective communication
- giving to others your right to advocate on behalf of the student
- reliance and dependence on others
- giving up when you run into "red tape"
- acting too quickly before you get all the facts
- acting "only" on your own behalf
- demanding or threatening in a confrontational manner

PREPARING FOR A MEETING

As an educational surrogate parent, your most important goal is ensuring an appropriate educational program for the student. This requires that a great amount of thought be devoted to preparing for involvement in planning the student's program.

1. Be prepared to work cooperatively with professionals involved in the student's program.
2. Think through what you know about the needs of the student, and seek to learn that which you don't yet know.
3. Think through what you've learned about what the student *can* and *cannot* do.
4. Be prepared to share your questions, concerns, and/or praise, as appropriate.

As an educational surrogate parent, you may not know as much about the student as others you will be communicating with at school meetings. Part of your role is to represent the student's best interests; this can be accomplished by learning as much as you can about the student.

COMMUNICATING AT SCHOOL MEETINGS

School meetings are a crucial part of planning the student's educational program. Their success largely depends on preparations of team members, including those of educational surrogate parents. Allowing input from and participation by educational surrogate parents may not be a part of the routine meeting procedure in some schools. You may have to take the initiative for this involvement. Educational surrogate parents must work to make their participation extend beyond giving consent and accepting explanations. You must participate by asking questions that give direction to the team's attention, raise issues, gather information, and clarify points.

Questions are valuable because they help you to be active during a meeting. Questions increase your concentration on what is being said. Using questions may give you greater control over the direction the meeting is taking. Educational surrogate parents and professionals must learn not to fear questions, but to respect them. You must not let the fear of asking what might sound like a "dumb" question stop you from asking, nor should the fear of asking a difficult question of a professional.

Following are some of the areas about which you might ask questions at your school meetings.

- What can the student do now?

- What problems may exist in the physical development, speech, hearing or vision of the student?
- How does the student learn?
- What are the annual goals?
- What are the short term objectives?
- What are related services the student may need?
- When and how will the school provide the student with special education and related services?
- Does the student need assistive technology?
- Does the student qualify for transition services because of age (14 years of age or older) or because of other factors (for children younger than age 14)?
- How much will the student be a part of the general education program?
- How will the school keep a record of the student's progress?
- How will you and the school maintain communication about the student's progress?
- Does the student qualify for extended school year services?

It is important to realize that teachers are not miracle workers, and are not necessarily responsible if the student does not succeed. Teachers are dedicated, interested professionals trying to do a good job. Educational surrogate parents should approach the school staff with respect. You must learn to express your concerns and dissatisfaction freely, but without attacking and being undiplomatic.

REPORTING PROGRESS AND CONCERNS

Good communication requires an on-going effort by educational surrogate parents and professionals. It is important to maintain communication throughout the school year to monitor the student's progress and resolve minor difficulties before they become major problems. Set up a way to regularly communicate with school personnel between IEP team meetings. Regular visits to the student's class should be planned, as well as a system of communicating by mail or phone. In some cases, you may have to take the initiative to arrange this. It is appropriate to have this system of communication written into the student's IEP.

It is important for educational surrogate parents to be certain that they receive bulletins, newsletters, or other communications that are sent home from school. Request that these be mailed to you so that you are aware of all school activities and other matters routinely communicated to parents.

The IEP itself serves as a communication vehicle. Review it from time to time between meetings to note whether the student's progress reports reflect the goals listed. As stated earlier, you may request a conference to review the IEP at any time if you feel that it is appropriate to do so.

Communication between you and school personnel gives each an opportunity to express concerns, program needs, observations, and praise. Be involved and learn about the student's needs and abilities. At the time of the first school meeting, you begin to establish this level of your participation. The more prepared you are, the more confidence you will have and the more involved you can become. The school meeting is not the end of the process. It is on-going and is enhanced by maintaining regular communication with the school.

RESOLVING DIFFERENCES WITH THE SCHOOL

It is possible that you may sometimes disagree with school representatives on issues pertaining to the student's educational program. Even if you employ positive communication strategies, there is no guarantee that all parties will agree on all issues. Disagreements can be handled either informally through discussion with school officials, or formally through mediation, complaint procedures, or a due process hearing. You may request a due process hearing at any time during the course of the disagreements; however, it is always encouraged to use formal mediation techniques before resorting to due process.

It is always recommended to resolve differences through informal discussions with the person(s) involved. Most disagreements and misunderstandings can be worked out through positive and respectful dialogue. If, after numerous attempts have been made to resolve the problem and disagreements still exist, you have the option to resort to a more formal method.

1. MEDIATION

a. At times, parents and school officials disagree about the student's special education services. Mediation is a process that assists to reach an agreement. It is a relatively quick and positive method for resolving disputes in a nonadversarial manner.

b. Mediation gives both parties equal opportunities to solve problems by developing an agreement which reflects the best educational interests of the student.

c. The special education mediation process is provided at no cost to the parent. The North Dakota Department of Public Instruction and the local school district bear the costs related to mediation. If attorneys are involved, parties will be responsible for any fees they may incur. In the majority of cases, there is no attorney involvement.

Voluntary

It is optional for the parents and school personnel. A parent can request a due process hearing at anytime.

Confidential

It is open communication in a confidential setting. There is no disclosure of information given by either party, unless permission is obtained from the party.

An Alternative

It may occur prior to or at the same time as a request for a complaint procedure investigation or a due process hearing. It does not interfere with either the right to due process or with due process timelines.

2. COMPLAINTS

The Department of Public Instruction has a procedure to investigate and act on complaints made against the state, special education unit, or school district relative to compliance with the complaint management procedures under Part B of the Individuals with Disabilities Education Act. The intent of this complaint procedure is to address matters of a public agency (state, unit, or district) violating a requirement of Part B of the Act.

An organization or individual may file a signed, written complaint that must include a statement that a particular requirement of Part B of the Act has been violated and the facts on which the statement is based. A time limit of 60 calendar days after the complaint is filed is allowed to investigate and issue a written decision. The complaint is to be addressed to the Director of Special Education, Department of Public Instruction, 600 East Boulevard Avenue, Bismarck, ND 58505-0440.

The State Director of Special Education and/or his or her designee will investigate the complaint. Within 20 working days of receipt of the complaint, the investigator will interview by phone or in person the complainant to give the complainant an opportunity to submit additional information about the allegations in the complaint. The investigator will also interview other parties involved and make a determination of whether an on-site investigation of the complaint is necessary. The investigator will review all relevant information and make an independent determination as to whether the public agency is violating a requirement of Part B of the Act and issue a written decision to the complainant that addresses each allegation in the complaint. The written decision will contain the findings of fact and conclusions and the reasons for the Department of Public Instruction's (DPI) final decision. Procedures for effective implementation of the DPI final decision, if needed, may include technical assistance activities, negotiations, and corrective actions to achieve compliance.

An extension of the 60 day time limit may be granted only if exceptional circumstances exist with respect to a particular complaint. The extension of the time limit will be discussed with the party initiating the complaint prior to extending the time line.

Any party who is not satisfied with the final decision may request a review of the decision by the Secretary of Education, U.S. Department of Education, Washington, D.C. 20202.

At any time during the complaint process, a request for due process hearing procedures may be initiated.

3. REQUESTING A SPECIAL EDUCATION DUE PROCESS HEARING

A child with disabilities has a right to a free appropriate public education. At times, you may disagree with the school district's identification, evaluation, or proposed placement of a child with disabilities. Every attempt should be made to resolve these differences with the local school district as soon as they arise. If they cannot be resolved, you or the school district may request a due process hearing. To request a due process hearing, please write to the State Superintendent of Public Instruction, 600 East Boulevard Avenue, Bismarck, ND 58505-0440. The letter shall include a clear and concise statement of the exact nature of the disagreement. The letter must be signed and dated.

Due Process Hearing

You and the school district have the right to:

1. initiate a due process hearing on any matter relating to the proposal or refusal of a school district to initiate or change the identification, evaluation, educational placement, or free appropriate public education of your child. The hearing will be conducted by the Department of Public Instruction.
2. have the hearing conducted by an impartial hearing officer who is not employed by a public agency involved in the education or care of your child or who may have a personal or professional conflict of interest. A person is not an employee solely because he or she is paid by the agency to serve as a hearing officer. The Department of Public Instruction maintains a list of persons who serve as hearing officers, including a statement of each person's qualifications.
3. during the hearing procedures,
   a. be accompanied and advised by counsel and by individuals with special knowledge or training with respect to problems of children with disabilities;
   b. present evidence and confront, cross-examine and compel the attendance of witnesses;

c. prohibit the introduction of any evidence at the hearing that has not been disclosed at least five days prior to the hearing; and

d. obtain written or electronic verbatim record of the hearing.

You have the right:

e. to have the hearing scheduled at a time and place reasonably convenient to you and your child;

f. to open the hearing to the public if you desire; and

g. to have the child present during the hearing.

The Department of Public Instruction ensures that a final decision will be reached and mailed to the parties within 45 days after the receipt of a request for a hearing unless timelines are waived at the request of either party. The hearing officer may grant a specific extension of time beyond the 45 days period at the request of either party. The Department will transmit finding and decisions to the state advisory panel and make those findings and decisions available to the public after deleting any personally identifiable information.

The school district has the responsibility to inform you of any free, low-cost legal, or other relevant services if you request information or if you or the school district initiates a due process hearing.

You have the right to have the child remain in the present educational placement during all proceedings unless you agree in writing to other arrangements. If the dispute is over initial admittance to school, you have the right to have the school-aged child placed in a public school program with your consent until the hearing proceedings are over.

You and the school district have the right to appeal the decision to court or bring civil action in any state or federal court. If you prevail in any action or proceeding brought under this section, the court, in its decision, may award reasonable attorney's fees. The decision made in the due process hearing is final unless a party to the hearing appeals the decision.

Remember, in the final analysis, it is good communication between you and the school that facilitates a cooperative working relationship. In most cases, differences can be resolved through discussion and mediation.

MEETING OTHER PARENTS AND EDUCATIONAL SURROGATE PARENTS

As you begin fulfilling your responsibilities in the role of an educational surrogate parent, attempt to meet others who have taken on this role, as well as parents of students with disabilities. Experienced individuals who have been through the process of ensuring appropriate educational programs for their students can serve as valuable resources to those

who are just starting. In addition, you might ask the director of special education in your school district to put you in touch with experienced educational surrogate parents or have them contact you.

Try to meet parents of the student's classmates. The school might have an annual open house, regular PTA or PTO meetings, or school programs. Whenever possible, join a parent group. Talking with other parents can help answer questions and give you ideas to work positively with the school.

SUMMARY

- As an educational surrogate parent, you have the same rights and responsibilities as a parent has in the special education process, and you should work with professionals involved as partners in a joint endeavor.
- Good communication during and between school meetings requires confidence, good listening skills, mutual respect, and involvement.
- For effective communication to be facilitated at school meetings, adequate preparation is necessary.
- When attending school meetings, it is important to share information that you have learned about the student through visiting the school and reviewing the educational records.
- Your participation as a team member is enhanced by maintaining a positive manner and avoiding aggressive and non-assertive behaviors.
- Questions can be used effectively as a tool for meaningful participation at school meetings.
- Prior to meetings, it is advisable to write a list of questions and concerns that need to be addressed.
- Reviewing the IEP is helpful in increasing your confidence as an equal participant in the process.
- It is vitally important to set up a mechanism for on-going communication between you and the school.
- Review the student's IEP from time to time to verify that his/her progress reflects established goals.
- If you and the school are not in agreement on an issue pertaining to the student's educational services, it is best to attempt to resolve your differences informally through discussions and meetings with school personnel.

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- If the differences cannot be resolved through informal means, you may utilize one of the more formal methods which, in North Dakota, are mediation, complaint procedures, and the due process hearing.

- It is advisable to meet other parents and educational surrogate parents who can be tremendous resources.

- Communicate with the student regarding his/her educational program; this input is most critical.

- As you begin your new role as an educational surrogate parent, it is important to keep in mind that you have a right to be involved in every step of the special education process for the student. This involvement requires a commitment to gain knowledge about the student and to establish yourself as an equal team member when important decisions are made.

Section 5

QUESTIONS AND ANSWERS

1. **Q. What if, after receiving the list of those who will be attending the meeting, I notice that a particular specialist who works with the student is not included?**

   A. If you feel that it is important to have a specific person present because he/she has important information to share that might have some impact on planning the student's program, request that this person be invited. If the individual in question is unable to attend because of a schedule conflict, you could request that the meeting be rescheduled at a mutually convenient time.

2. **Q. Can I be held liable it I make a wrong decision about the student?**

   A. A person appointed as an educational surrogate parent in North Dakota shall not be held liable for actions taken on behalf of the student in protecting the special education rights of the student.

3. **Q. I am an educational surrogate parent and feel a lack of confidence because I don't know the student very well. How can I participate fully in planning his/her educational program?**

   A. There is no way that you can be as familiar with the student as a natural parent or a foster parent because you don't live with the student. That's OK! Merely by agreeing to take on the role of an educational surrogate parent, you have made a commitment to learn about the student. That takes time. By asking questions of those who do know the student and by following the suggestions included in this manual, you will begin to be sufficiently informed and knowledgeable about the student's needs which will assist you in planning for the student's educational program. This learning is an on-going process. Remember, talking to other parents and educational surrogate parents can help increase your level of confidence.

4. **Q. Is it permissible for me to tape-record the school meeting?**

   A. The regulations do not address tape-recording of meetings. If you wish to tape-record the meeting, it is advisable to mention, before the meeting, that you plan to do so because you want to have a record of the discussions and want to avoid taking copious notes. Some individuals find it helpful to "listen" to the meeting after the fact to review segments of what was said.

5. **Q. What if during the school meeting the greatest emphasis is placed on development of the student's academic skills but it is my opinion, based on my observation of the classroom and review of the records, that the student's needs indicate greater emphasis on improving the self-help skills?**

   A. As the educational surrogate parent, you have the right and responsibility to indicate your feelings about prioritizing the student's needs, and should not be reluctant to do so. You should, of course, be prepared to document the basis for your judgments.

6. **Q. I have requested a specific service for the student and the school has responded that the service cannot be provided simply because they do not have the money. What can I do?**

   A. Funding cutbacks at the federal and state level are affecting schools. However, this in no way indicates that the needs of a student with disabilities should not be addressed. It cannot be used as an excuse for not providing appropriate programs.

   You and your school district might explore alternative ways of serving the student. If the service required is not available at the student's school, perhaps someone from another school might be able to allocate some time to working with the student or the service might be available in a neighboring school district with which a cooperative agreement might be established. You might also suggest inservice training for personnel from the student's school which might assist them in providing the service.

   In any case, be certain that if the service has been proven to be a demonstrated need through the process of a comprehensive evaluation, a temporary plan is written indicating what will be done to help the student (until the service can be provided in an appropriate manner).

7. **Q. What if the school simply won't listen to what I have carefully determined to be the student's needs in the school program?**

   A. The first step is always reasonable discussion with school personnel, beginning with the classroom teacher and, if necessary, going as far as your director of special education or school superintendent. Should these discussions fail, you may want to contact a parent or advocacy group for advice in deciding if it would be advisable and in

the student's best interests to exercise your options of mediation, complaint procedures, or a due process hearing.

8. **Q. If I request a due process hearing, what happens to the student in the meantime?**

   A. During this process, the student will remain in the educational services in which he/she was in at the time of your request for the due process hearing. Should you and the school district agree, the student may be served in a different program pending the decision of the hearing officer.

9. **Q. Why can't staff members of the school or a care facility in which a student may live be responsible for representing him or her on educational matters?**

   A. In the past, educational decisions about students with disabilities whose parents were not available were often made by the school together with the agency legally responsible for the care of the student. There were two main problems with this:

   1. both the school and agency could have budget restrictions that would conflict with meeting an individual student's needs; and
   2. neither the school nor agency may have time to learn all that is necessary to know about one student.

10. **Q. Will I get paid for being an educational surrogate parent?**

    A. Educational surrogate parents may be reimbursed for travel expenses incurred in pursuit of duties. This includes travel to attend meetings regarding the student. Reimbursement will be subject to North Dakota's fiscal rules.

11. **Q. Could I be assigned to a student over the age of 18?**

    A. Educational surrogate parents could be assigned to students 18-21 years who need one; the student should be actively involved in meetings whenever possible.

12. **Q. What should/shouldn't I sign?**

    A. As an educational surrogate parent, you will be asked to sign forms relating to the student's special education. This will include initial evaluation and initial program placement. You should not give your consent to any proposal you feel is inappropriate and would not meet the student's need.

13. **Q. How often can I visit the student's classroom?**

    A. You may need to visit the student's classroom several times to get to know him/her and start to develop a profile of needs and abilities. You will also need to visit during the year to monitor effectiveness of services. Make sure that you go through the necessary steps to set up each visit by contacting the teacher or principal. Check to

see what the procedure is in the student's school. If you would like to talk with any of the school staff who work with the student, other than the teacher, make separate appointments to see them as well.

14. **Q. Is it all right to get more involved with the student than just participating in the school program?**

    A. Some educational surrogate parents choose to become more involved by visiting the student at home or going on outings. This is a decision that needs to be made jointly by you and the personnel at the student's home who may or may not feel that the additional involvement would be of help to the student. Remember, you can be a very effective educational surrogate parent even if you choose not to become involved outside the area of education. As an educational surrogate parent, your only obligation to the student is in the area of special education.

15. **Q. How much do I need to know about the student's disability? How can I learn more about it?**

    A. You can be a very effective educational surrogate parent without knowing a great deal about the student's disability — provided that you know a great deal about the student. However, it may be helpful for you to learn about some of the special needs of students with certain disabilities. Ask the student's teacher for written materials or contact any of the appropriate state and national organizations. The public library may also be useful.

16. **Q. Will the school evaluate my activities as an educational surrogate parent?**

    A. Schools have the responsibility to support the activities of educational surrogate parents to make sure they are carrying out their duties. Think of the school in terms of supporting, not evaluating.

17. **Q. What if I have a question after I'm assigned as an educational surrogate parent? Whom do I ask?**

    A. Start by asking the student's teacher, principal, or other school personnel who work with the student. They can probably answer most of your questions. You might also contact a parent of another student in the student's class. Also, other surrogate parents can be a good source of support.

18. **Q. If the student doesn't need an educational surrogate parent any more, how do I get reassigned to another student?**

    A. Write or call the person in charge of educational surrogate parent appointments with your school district or special education unit to say that you would like to be assigned to another student.

19. **Q. What if I don't want to be an educational surrogate parent any more?**

    A. You should contact orally and in writing the person in charge of educational surrogate parent appointments within your school district or special education unit to let him/her know. You will be asked to return all copies of records that you have obtained. Also, let them know if you might be interested in serving as an educational surrogate parent again at a later time.

20. **Q. What is the appropriate length of time to serve as an educational surrogate parent?**

    A. The time varies from one situation to another. Educational surrogate parents are encouraged to continue as long as they are able and willing.

21. **Q. What happens if the student moves to another geographic location?**

    A. If the distance is unreasonable, another educational surrogate parent would be appointed.

22. **Q. What is an extended school year?**

    A. The main purpose for extended school year services in not to teach the student new skills, but to prevent serious regression of previously learned skills as outlined on the IEP. Extended school year services are not intended to replace or be synonymous with those services typically referred to as summer school. The IEP is the guiding document for extended school year services.

Section 6

Glossary of Terms and Abbreviations

Special Education Terms/ Legal Terms/ Special Education Abbreviations

Special Education Terms/Legal Terms

Adaptive Physical Education — Involves modifications and/or accommodations to the regular physical education class. Supplemental instruction may take place in a separate class based on individual needs of the student. The goal is to allow students with special needs to remain in the regular physical education class.

Annual Goals — These describe the educational performance to be achieved by a student within one year.

Annual Review — The law requires that students with disabilities have an educational program to be reviewed each year. A review involves an updating of the student's progress and planning his/her educational program.

Assistive Technology — Services and equipment that enhance the ability of students to be more efficient and successful.

Audiologist — A specialist who studies the fields of normal hearing and hearing losses and who is concerned with studying the nature of hearing, administering hearing tests to detect possible hearing loss, and giving information about hearing aids, training programs, and medical treatment.

Autism — A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance, as defined in IDEA. (IDEA 34 C.F.R. §300.7)

Behavior Modification — A technique of changing human behavior, based on a system of positive and negative reinforcement. Emphasis is on observable behaviors and what events precede and follow them.

Cerebral Palsy — A group of conditions caused by brain damage usually occurring before or during birth or during the developmental years. Marked especially by defective muscle control, language, speech, psychological, or learning problems. There are many types of cerebral palsy and it expresses itself differently in each person.

Confidentiality — Refers to precautions an individual other than the student's parent must take in not revealing information, without consent, about a specific student, to someone who is not directly involved with that student.

Consent — (1) the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication, (2) the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom, and (3) the parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.

Deaf — A hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Deaf-Blind — Concomitant hearing and visual impairment, the combination of which causes such severe communication and other developmental and educational problems that students cannot be accommodated in special education programs solely for deaf or blind students.

Down Syndrome — A condition caused by chromosomal abnormality with a number of physical characteristics and varying degrees of mental retardation.

Due Process — Formal procedure for reviewing disagreements so as to insure that an individual is given an opportunity to present his/her side of an issue to an independent due process hearing officer.

Educational Surrogate Parent — Person assigned to act in place of parents or guardians when a student's parents or guardians are not known or are unavailable, or when a student is a ward of the state. This person functions in the same way a parent or guardian would.

Extended School Year — The purpose of extended school year service is not to learn or to enhance new skills, but to prevent serious regression of previously learned skills on the IEP. Extended school year services are not intended to replace or be synonymous with those services typically referred to as summer school. The IEP is the guiding document for extended school year services.

Free Appropriate Public Education (FAPE) — Special education and related services are provided at public expense, under public supervision and direction, without charge. The free appropriate public education meets the standards of the state educational agency including preschool, elementary, or secondary school education and is provided in conformity with an individualized education program requirement of IDEA.

Guardian — A person who has qualified as a guardian of a minor or incapacitated person pursuant to testamentary or court appointment, but excludes one who is merely a guardian ad litem.

Hard of Hearing — A hearing impairment, whether permanent or fluctuating, that adversely affects a student's educational performance but which is not included under the definition of deaf.

Individualized Education Program (IEP) — A written document for a student with disabilities that is developed and implemented to meet unique educational needs.

Least Restrictive Environment (LRE) — A term used to describe procedures to insure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled.

Mental Retardation — Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. (IDEA 34 C.F.R. §300.7)

Notice — Written notice that must be provided to parents before the school's proposal or refusal to initiate or change the student's identification, evaluation, or educational placement. Notice in the parent's native language must also be provided in advance of any scheduled IEP meetings .

Occupational Therapy — The use of purposeful activity with individuals who are limited by physical injury or illness, psychosocial dysfunction, developmental or learning disabilities, poverty and cultural differences, or the aging process in order to maximize independence, prevent disability, and maintain health. The therapy encompasses evaluation, treatment, and consultation.

Orthopedically Impaired — A severe orthopedic impairment that adversely affects a student's educational performance. Includes impairments caused by congenital abnormalities (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). (IDEA 34 C.F.R. §300.7)

Other Health Impaired — Includes limited strength, vitality or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, epilepsy,

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lead poisoning, leukemia or diabetes, that adversely affects a student's educational performance.

Physical Therapy — The art and science of a health speciality concerned with the prevention of disability and the physical rehabilitation for congenital or acquired disabilities resulting from, or secondary to, injury or disease. The practice of physical therapy means the practice of the health speciality, and encompasses physical therapy evaluation, treatment planning, instruction, and consultative services.

Procedural Safeguards — Precautions taken to insure that an individual's rights are not denied without due process of law.

Psychologist — A person with an advanced degree who specializes in administering and evaluating psychological tests including intelligence, aptitude, and interest tests. A psychologist could also provide counseling and apply principles of human behavior.

Reevaluations — Reevaluation required at least every three years for each special education student.

Referral — Initial step in the special education process; referrals for evaluation can be made by anyone associated with the student.

Related Services — Transportation and such developmental, corrective, and other supportive services as are required to assist a student with disabilities to benefit from education, and includes speech pathology and audiology, psychological services, physical and occupational therapies, recreation, early identification and assessment for diagnostic or evaluation purposes. Also includes school health services, social work services in schools and parent counseling and training.

Resource Room — An area within a school where individual students may spend part of the day for supplemental help with academics.

Seriously Emotionally Disturbed — A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects educational performance: (1) an inability to learn that cannot be explained by intellectual, sensory, or other health factor; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate types of behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop symptons or fears associated with personal or school problems. Does not include students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

Special Education — Means specially designed instruction, at no cost to the parent, to meet the unique needs of a student with disabilities.

Specific Learning Disability — A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or language Impaired — Speech-language pathology includes the following: (1) identification of student's with speech or language disorders; (2) diagnosis and appraisal of specific speech-language, speech, or language disorders; (3) provisions of speech and language services for the habilitation or prevention of communicative disorders; and (4) counseling and guidance provided to parents, students, and teachers regarding speech and language disorders.

Speech Therapy — The process for remediation of speech disorders such as stuttering, lisping, misarticulation, conducted by a qualified speech-language pathologist on a individualized or small group basis.

Traumatic Brain Injury — An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical function; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. (IDEA 34 C.F.R. §300.7)

Visual Impairment Including Blindness — An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. (IDEA 34 C.F.R. §300.7)

Ward of the State — A "ward" is the person for whom a guardian has been appointed. A "minor ward" is a minor for whom a guardian has been appointed solely because of minority.

SPECIAL EDUCATION ABBREVIATIONS

ADD/ADHA — Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder

CP — Cerebral Palsy

SED — Seriously Emotionally Disturbed

ESY — Extended School Year

FAPE — Free Appropriate Public Education

IDEA — Individuals with Disabilities Education Act

IEP — Individualized Education Program

IQ — Intelligence Quotient

SLD — Specific Learning Disabled

LRE — Least Restrictive Environment

OCR — Office of Civil Rights

OHI — Other Health Impaired

OI — Orthopedically Impaired

OT — Occupational Therapy or Occupational Therapist

PE — Physical Education

PL — Public Law

STO — Short Term Objective

TBI — Traumatic Brain Injury

TDD — Telephone Device for the Deaf

VI — Visually Impaired

RESOURCES

STATE RESOURCES

STATE SPECIAL EDUCATION DEPARTMENT

Director Special Education
Dept. of Public Instruction
600 East Blvd. Ave.,10th Floor
Bismarck, ND 58505-0440
(701) 328-2277

PROGRAMS FOR CHILDREN WITH DISABILITIES: AGES 3 THROUGH 5

Coordinator
Special Education, Dept. of Public Instruction
600 East Blvd. Ave., 10th Floor
Bismarck, ND 58505-0440
(701) 328-2277

PROGRAMS FOR INFANTS AND TODDLERS WITH DISABILITIES: AGES BIRTH THROUGH 2

Coordinator
Development Disabilities Division
Dept. of Human Services
600 S. 2nd St. Suite 1A
Bismarck, ND 58504-5729
(701) 328-8930

STATE VOCATIONAL REHABILITATION AGENCY

Office of Vocational Rehabilitation
400 East Broadway Avenue, Suite 303
Bismarck, ND 58501-4038
(701) 328-8950

OFFICE OF STATE COORDINATOR OF VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

State Board for Vocational Education
600 East Blvd. Ave., 15th Floor
Bismarck, ND 58505-0610
(701) 328-3178

STATE MENTAL HEALTH AGENCY

Division of Mental Health
Dept. of Human Services
600 S. 2nd St. #1D
Bismarck, ND 58504
(701) 328-8940

STATE MENTAL RETARDATION PROGRAM

Developmental Disabilities Division
600 S. 2nd St. Suite 1A
Bismarck, ND 58504
(701) 328-8930

STATE DEVELOPMENTAL DISABILITIES PLANNING COUNCIL

ND DD Council
Department of Human Services
600 S. 2nd St. #1B
Bismarck, ND 58504
(701) 328-8953

PROTECTION AND ADVOCACY AGENCY

Protection & Advocacy Project
400 East Broadway
Suite 616
Bismarck, ND 58501
(701) 328-2950; (800) 472-2670 (In ND)

CLIENT ASSISTANCE PROGRAM

Client Assistance Program
Office of Vocational Rehabilitation
600 South 2nd St., Suite 1B
Bismarck, ND 58504
(701) 328-8947

PROGRAMS FOR CHILDREN WITH SPECIAL HEALTH CARE NEEDS

Children's Special Health Services
Department of Human Services
600 East Blvd. Ave., 2nd Floor
Bismarck, ND 58505-0269
(701) 328-2436; (800) 755-2714 (In ND)

DISABILITY AGENCIES

HEAD INJURY

North Dakota Head Injury Association
(701) 281-0527

MENTAL HEALTH

North Dakota Partnerships Project
Po Box 1674
Bismarck, ND 58502-1674
(701) 223-5707 (701) 223-5932 (FAX)

North Dakota Federation of Families
905 East Interstate Avenue
Bismarck, ND 58501
(701) 258-1921 (701) 255-2907 (FAX)

MENTAL RETARDATION

The Arc of ND
418 East Rosser
P.O. Box 2776
Bismarck, ND 58502-2776

PARENT TRAINING INFORMATION PROJECT

Pathfinder Family Center
16th St. and 2nd Ave. SW
Arrowhead Shopping Center
Minot, ND 58701
(701) 852-9426; (701) 852-9436 (TTY)
(800)245-5840 (In ND)

PARENT-TO-PARENT

Contact Parent Training Info. Project

OTHER ORGANIZATIONS

Easter Seal Society of ND
Po Box 1206
Mandan, ND 58554
(701) 663-6828

NATIONAL RESOURCES

CLEARINGHOUSES

Clearinghouse on Disability Information

Office of Special Education and Rehabilitative Services
Room 3132, Switzer Building
330 C Street S.W.
Washington, DC 20202-2524
(202) 205-8241 (Voice/TT)

DB-LINK

National Information Clearinghouse on Children Who Are Deaf-Blind
345 N. Monmouth Avenue
Monmouth, OR 97361
(800) 438-9376; (800) 854-7013 (TTY)
E-Mail: dblink@tr.wosc.osshe.edu
Web Address: http://www.tr.wosc.osshe.edu/dblink

ERIC Clearinghouse on Disabilities and Gifted Education

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 20191-1589
(800) 328-0272; (703) 264-9449 (TTY)
E-Mail: ericec@cec.sped.org
Web Address: http://www.cec.sped.org/cricec.htm

HEATH Resource Center (National Clearinghouse on Postsecondary Education for Individuals with Disabilities)

One Dupont Circle, N.W., Suite 800
Washington, D.C. 20036-1193
(800) 544-3284 (V/TTY); (202) 939-9320 (V/TTY)
E-Mail: heath@ace.nche.edu

National Arthritis and Musculoskeletal and Skin Diseases Information Clearinghouse

1 AMS Circle
Bethesda, MD 20892-3675
(301) 495-4484; (301) 565-2966 (TTY)
Web Address: http://www.nih.gov/niams

National Clearinghouse for Professions in Special Education

Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
(800) 641-7824; (703) 264-9474
E-Mail: ncpse@cec.sped.org
Web Address: http://www.cec.sped.org/ncpse.htm

National Clearinghouse on Family Support and Children's Mental Health

Portland State University
P.O. Box 751
Portland, OR 97207-0751
(800) 628-1696
(503) 725-4040; (503) 725-4165 (TTY)

National Health Information Center

P.O. Box 1133
Washington, D.C. 20013-1133
(800) 336-4797; (301) 565-4167
E-Mail: nhicinfo@health.org
Web Address: http://nhic-nt.health.org/

National Information Center on Deafness (NICD)

Gallaudet University
800 Florida Avenue, N.E.
Washington, D.C. 20002-3695
(202) 651-5051 (Voice); (202) 651-5052 (TTY)
Publications available in Spanish

E-Mail: nicd@gallux.gallaudet.edu
Web Address: http://www.gallaudet.edu/-nicd

National Information Clearinghouse (NIC) for Infants with Disabilities and Life-Threatening Conditions

Center for Developmental Disabilities
USC School of Medicine
Columbia, SC 29208
(800) 922-9234, ext. 201 (Voice/TTY)
Web Address: http://www.nic.cdd.sc.edu

National Information System for Vietnam

Veterans and Their Families
Center for Developmental Disabilities
Columbia, SC 29208
(800) 922-9234, ext. 401 (Voice/TTY)

National Maternal and Child Health Clearinghouse

2070 Chain Bridge Road, Suite 450
Vienna, VA 22182-2536
(703) 821-8955, ext. 254 or 265
Publications available in Spanish
Spanish speaker on staff

National Organization for Rare Disorders (NORD)

100 Route 37, P.O. Box 8923
New Fairfield, CT 06812-8923
(800) 999-6673; (203) 746-6518; (203) 746-6927 (TTY)
E-Mail: orphan@nord-rdb.com
Web Address: http://www.pcnet.com/-orphan

National Rehabilitation Information Center (NARIC)

8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800) 346-2742 (V); (301) 588-9284 (V)
(301) 495-5626 (TTY)
Spanish speaker on staff
E-Mail: naric@capaccess.org
Web Address: http://www.naric.com/naric

ORGANIZATIONS

Alexander Graham Bell Association for the Deaf

3417 Volta Place N.W.
Washington, DC 20007
(202) 337-5220 (V/TTY)
E-Mail: agbell2@aol.com

Alliance for Technology Access

2173 East Francisco Boulevard, Suite L
San Rafael, CA 94901
(415) 455-4575

Alliance of Genetic Support Groups

35 Wisconsin Circle, Suite 440
Chevy Chase, MD 20815
(800) 336-4363; (301) 652-5553
E-Mail: alliance@capaccess.org
Web Address:
http://medhep.netusa.net/www/agsg.htm

American Council of Rural Special Education (ACRES)

Department of Special Education
University of Utah
Milton Bennion Hall, Room 221
Salt Lake City, UT 84112
(801) 585-5659
E-Mail: acres@gsu.utah.edu

American Foundation for the Blind (AFB)

11 Penn Plaza, Suite 300
New York, NY 10001
(800) 232-5463 (Voice)

(212) 502-7600 (Voice); (212) 502-7662 (TTY)
Publications available in Spanish
E-Mail: afbinfo@afb.org
Web Address: http://www.afb.org/afb

American Occupational Therapy Association (AOTA)

4720 Montgomery Lane .
P.O. Box 31220
Bethesda, MD 20824-1220
(301) 652-2682; (800) 377-8555 (TTY)
Web Address:
http://www.etown.edu/home/ot/aota.html

American Physical Therapy Association (APTA)

111 North Fairfax Street
Alexandria, VA 22314
(800) 999-2782; (703) 684-2782 (V)
(703) 683-6748 (TTY)
E-Mail: practice@apta.org
Web Address: http:/www.apta.org

American Speech-Language-Hearing Association (ASHA)

10801 Rockville Pike
Rockville, MD 20852
(800) 638-8255; (301) 897-5700 (Voice/TTY)
E-Mail: webmaster@asha.org
Web Address: http://www2.asha.org/asha

American Therapeutic Recreation Association

P.O. Box 15215
Hattiesburg, MS 39404-5215
(800) 553-0304

Association for the Advancement of Rehabilitation Technology (RESNA)

1700 N. Moore Street, Suite 1540
Arlington, VA 22209-1903
(703) 524-6686 (Voice); (703) 524-6639 (TTY)
E-Mail: natloffice@resna.org
Web Address:
http://www.resna.org/resna/reshome.htm

Association for the Care of Children's Health (ACCH)

7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814-3015
(301) 654-6549; (800) 808-2224
E-Mail: acch@acch.org
Web Address: http://www.wsd.com/acch.org

Association for Persons with Severe Handicaps (TASH)

29 W. Susquehanna Ave., Suite 210
Baltimore, MD 21204
(410) 828-8274 (V); (410) 828-1306 (TTY)

The Arc (formerly the Association for Retarded Citizens of the U.S.)

500 E. Border Street, Suite 300
Arlington, TX 76010
(800) 433-5255; (817) 261-6003 (V)
(817) 277-0553 (TTY)
E-Mail: thearc@metronet.com
Web Address: http://thearc.org/welcome.html

Autism Society of American (Formerly NSAC)

7910 Woodmont Avenue, Suite 650
Bethesda, MD 20814-3015
(800) 3-AUTISM; (301) 657-0881
Fact sheet available in Spanish
Web Address: http://www.autism-society.org

Brain Injury Association

(formerly the National Head Injury Foundation)
1776 Massachusetts Ave, N.W., Suite 100

Washington, D.C. 20036
(202) 296-6443
Publications available in Spanish

Children and Adults with Attention Deficit Disorders (CH.A.D.D.)

499 NW 70th Avenue, Suite 101
Plantation, FL 33317
(800) 233-4050 (Voice mail to request information packet)
(954) 587-3700
Web Address: http://www.chadd.org

Council for Exceptional Children (CEC)

1920 Association Drive
Reston, VA 20191-1589
(703) 620-3660 (V): (703) 264-9446 (TTY)
E-Mail: cec@cec.sped.org
Web Address: http://www.cec.sped.org/home.htm

Disability Statistics Research and Training Center

Institute for Health and Aging
Laurel Heights, Room 260
University of California, San Francisco, Box 0646
San Francisco, CA 94143-0646
(415) 502-5217 (V/TTY)

Epilepsy Foundation of American (EFA)

4351 Garden City Drive, 5th Floor
Landover, MD 20785
(800) 332-1000; (301) 459-3700
Publications available in Spanish
Spanish speaker on staff
E-Mail: postmaster@efa.org
Web Address: http://www.efa.org

Family Resource Center on Disabilities

20 East Jackson Boulevard, Room 900
Chicago, IL 60604
(800) 952-4199 (V/TTY)
(312) 939-3513; (312) 939-3519 (TTY)

Head Start Bureau

Administration on Children, Youth and Families
U.S. Department of Health & Human Services
P.O. Box 1182
Washington, D.C. 20013
(202) 205-8579

Independent Living Research Utilization Project

The Institute for Rehabilitation and Research
2323 South Sheppard, Suite 1000
Houston, TX 77019
(713) 520-0232; (713) 520-5136 (TTY)
E-Mail: ilru@bcm.tmc.edu
Web Address: http://www.bcm.tmc.edu/ilru

International Resource Center for Down Syndrome

Keith Building
1621 Euclid Avenue, Suite 514
Cleveland, OH 44115
(216) 621-5858; (800) 899-3039 (in OH only)
E-Mail: hf854@cleveland.freenet.edu

International Rett Syndrome Association

9121 Piscataway Rd., Suite 2B
Clinton, MD 20735-2561
(800) 818-7388: (301) 856-3334
E-Mail: irsa@paltech.com
Web Address: http://www2.paltech.com/irsa/irsa.htm

Learning Disability Association of American (LDA)

(formerly ACLD)
4156 Library Road

Pittsburgh, PA 15234
(412) 341-1515; (412) 341-8077
Publications available in Spanish

March of Dimes Birth Defect Foundation

1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 428-7100
Publications available in Spanish
Spanish speaker on staff

Muscular Dystrophy Association (MDA)

3300 East Sunrise Drive
Tucson, AZ 85718
(520) 529-2000
Publications available in Spanish
Spanish speaker on staff
E-Mail: feedback@mdausa.org
Web Address: http://www.mdausa.org

National Alliance for the Mentally Ill (NAMI)

200 N. Glebe Rd., Suite 1015
Arlington, VA 22203-3754
(800) 950-NAMI; (703) 524-7600
E-Mail: namiofc@aol.com
Web Address: http://www.cais.net/vikings/nami

National Association of Private Schools for Exceptional Children (NAPSEC)

1522 K Street N.W., Suite 1032
Washington, DC 20005
(202) 408-3338
E-Mail: napsec@aol.com
Web Address:
http://www.spedschools.com/napsec.html

National Association of Protection and Advocacy Systems (NAPAS)

900 Second Street N.E., Suite 211
Washington, DC 20002
(202) 408-9514 (Voice); (202) 408-9521 (TTY)

National Center for Learning Disabilities (NCLD)

381 Park Avenue South, Suite 1420
New York, NY 10016
(212) 545-7510

National Down Syndrome Congress

1605 Chantilly Drive, Suite 250
Atlanta, GA 30324
(800) 232-6372; (404) 633-1555
Pamphlet available in Spanish
Spanish speaker on staff
E-Mail: ndsc@charitiesusa.com
Web Address: http://www.carol.net/-ndsc/

National Down Syndrome Society

666 Broadway
New York, NY 10012
(800) 221-4602; (212) 460-9330
Web Address: http://www.pcsltd.com/ndss/

National Easter Seal Society, Inc.

230 West Monroe Street, Suite 1800
Chicago, IL 60606
(800) 221-6827; (312) 726-6200; (312) 726-4258 (TTY)
E-Mail: nassinfo@seals.com
Web Address: http://www.seals.com

National Fragile X Foundation

1441 York Street, Suite 303
Denver, CO 80206
(800) 688-8765; (303) 333-6155

National Library Services for the Blind & Physically Handicapped

The Library of Congress

Washington, D.C. 20542
(800) 424-8567; (202) 707-5100
(800) 424-9100 (TTY, English)
(800) 345-8901 (TTY, Spanish)
E-Mail: nls@loc.gov
Web Address: http://www.loc.gov/nls

National Spinal Cord Injury Association

8300 Colesville Road, Suite 551
Silver Spring, MD 20910
(800) 962-9629: (301) 588-6959

National Tuberous Sclerosis Association

8000 Corporate Drive, Suite 120
Landover, MD 20785
(800) 225-6872; (301) 459-9888

Orton Dyslexia Society

Chester Building #382
8600 LaSalle Road
Baltimore, MD 21286
(800) 222-3123; (410) 296-0232
E-Mail: ods@pie.org
Web Address: http://www.pie.org/ods

Osteogenesis Imperfecta Foundation

5005 W. Laurel Street, Suite 210
Tampa, FL 33607
(800) 981-BONE; (813) 282-1161
Web Address: http://hanksville.phast.umass.edu/misc/OI/directory.html/

Parents Helping Parents:

The Parent-Directed Family Resource Center for Children with Special Needs
3041 Olcott St.
Santa Clara, CA 95054
(408) 727-5775

Publications available in Spanish
Spanish speaker on staff

President's Committee's Job Accommodation Network

West Virginia University
918 Chestnut Ridge Road, Suite 1
P.O. Box 6080
Morgantown, WV 26506-6080
(800) 526-7234 (Voice/TTY)
(800) 232-9675 (Voice/TTY)

Recording for the Blind and Dyslexic

The Anne T. Macdonald Center
20 Roszel Road
Princeton, NJ 08540
(800) 221-4792; (609) 452-0606
Web Address: http://www.rfb.org

Sibling Information Network

A.J. Pappanikou Center
University of Connecticut
249 Glenbrook Road, U64
Storrs, CT 06269-2064
(860) 486-5035
Spanish speaker on staff

Sick Kids (need) Involved People (SKIP)

545 Madison Avenue, 13th Floor
New York, NY 10022
(212) 421-9160; (212) 421-9161

Special Olympics

1325 G Street N.W., Suite 500
Washington, D.C. 20005
(202) 628-3630
Publications available in Spanish and French
Spanish — French speaker on staff

Spina Bifida Association of America
4590 MacArthur Boulevard, N.W., Suite 250
Washington, D.C. 20007-4226
(800) 621-3141; (202) 944-3285
E-Mail: spinabifida@aol.com
Web Address: http://www.infohiway.com/spinabifida

Technical Assistance to Parent Programs (TAPP)
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915: (800) 331-0688 (in MA only)
Spanish speaker on staff
E-Mail: fcsninfo@bitwise.net
Web Address: http://www.fcsn.org

Trace Research & Development Center
S-151 Waisman Center, 1500 Highland Avenue
University of Wisconsin-Madison
Madison, WI 53705-2280
(608) 262-6966; (608) 262-5408 (TTY)
Web Address: http://www.trace.wisc.edu/

United Cerebral Palsy Association, Inc.
1660 L Street, N.W., Suite 700
Washington, DC 20036
(202) 776-0406; (800) 872-5827
E-Mail: ucpnarl@ucpa.org
Web Address: http://www.upa.org

This information was provided by the National Information Center for Children and Youth with Disabilities. GR2, August 1996

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